Abstract. In the early days of the founding of the People's Republic of China, the hot issues of Ethnic minority bilingual education was creating and improving written languages for ethnic minorities; since the reform and opening up period, was the popularization of mandarin and bilingual teaching; Since the new century, the focus has been on language protection. By describing the development and evolution of the hot issues of minority bilingual education, it reflects the change of language view from "rights" to "resources", discusses that the language rights view and the language resources view are the focus in different periods. National policy, the development of linguistics theory and the evolution of the hot issues of ethnic minority bilingual education are the three reasons for the change of language view.

Introduction

The hot issues of Ethnic minority bilingual education is one of the emphases of ethnic minority language research in China. This paper focuses on the language view reflect on the hot issues of Ethnic minority bilingual education and its transformation from "rights" to "resources"; discusses that the language rights view and the language resources view are the focus in different periods. National policies, the development of linguistic theories, and the evolution of the hot issues of Ethnic minority bilingual education are the reasons for the change of language view.

The Language View on the Hot Issues of Ethnic Minority Bilingual Education and Its Transformation

The Language view is the perspective of language. The language view both the cognition language ontology and language function which has the consistent understanding that is language is the tool of communication and thinking. With the development of society and the improvement of people's understanding, linguists have realized that the function of language is not only a tool, but also a problem, a right and a resource.

The evolution of the hot issues of minority bilingual education in China reflects the transformation of social language consciousness, which has strong characteristics of The Times. In the early days of the founding of the People's Republic of China, the work of Ethnic minority bilingual education centered on creating and reforming the written language for minority nationalities; Since the reform and opening up to carry out bilingual teaching and bilingual education; Since the new century, the focus has been on language protection. The emergence and evolution of the hot topics of Ethnic minority bilingual education in the early period of the founding of the People's Republic of China reflected the language rights view. The evolution of language view of hot issues reflects the adjustment of national language strategy.

Language Rights View on the Hot Issue of Ethnic Minority Bilingual Education

The rights of spoken and written language include freedom of spoken and written language, autonomy of spoken and written language, equality of spoken and written language and language development rights. The rights of the spoken and written languages of ethnic minorities include the above-mentioned contents and have their own characteristics which has two aspects: the right to
learn and use the language of nation, and the right to learn and use the spoken and written languages commonly used by the state.

In the early days of the People's Republic of China, under the guidance of the state that "all ethnic groups have the freedom to use and develop their spoken and written languages," we helped ethnic minorities create their own written languages, encouraged them to use their own, and protected their rights to learn and use their own written languages. In order to promote the common development of all nations, the state began to promote mandarin in minority areas. On the one hand, the promotion of mandarin protects the rights of ethnic minorities to learn the national language, and on the other hand, the free use of teaching languages also reflects the protection of their own national languages. In the development of bilingual teaching, the provinces and regions combine the characteristics of their own regions and the needs of actual language development to formulate teaching models in accordance with local conditions, and have the autonomy in the use of teaching languages. In the existing policy document on minority languages, many articles advocate strengthening and attaching importance to the use of minority languages in teaching. The languages used in school education have a certain degree of authority, and the choice of minority languages as the medium of teaching is of practical significance for protecting the vitality of languages, enhancing the prestige of ethnic languages, and safeguarding the rights of ethnic minorities to use their own languages.

The mastery of mandarin fully demonstrates that ethnic minorities have equal rights to use and learn the national languages. Minority bilingual education issues often can reflect the important content of national language work. From the boom in creating written language, the practical need about learn languages to the continuing focus on bilingual teaching and education, early minority language research hot issues fully reflect the development of ethnic minorities to use their native language rights and the protection of the right to learn to use the national language. The early hot issues and their evolution reflect a social linguistic consciousness that regards language as a right.

Language Resources View on the Hot Issue of Ethnic Minority Bilingual Education

Language resource view treats language as a kind of resource. In recent years, with the deepening of people's understanding of language, the awareness of social language has gradually changed. The emergence of endangered languages reminds people that language is the carrier of human civilization and a valuable cultural resource. Endangered languages, language policies and language planning have become a hot topic in the study of minority languages, which fully reflects the attention paid by the linguistic circle to language resources.

In China, it was Qiu Qinshi who regarded language as a resource earlier. From the perspective of promoting Chinese and Chinese teaching, he regarded Chinese as an important resource for national cultural exchange. Language is not only a tool, but also a social resource. Li Yuming further deepened the resources language view. He believed that language is a national resource and a treasure. Language is not only a cultural resource, but also a resource of the information industry. It is a strategic significance for the long-term development of national language and culture to protect and develop language resources and maintain the vitality of language resources. Ethnic minority languages and dialects are important language resources in China. With the attention of the international linguistic circle to the endangered minority languages, more and more attention has been paid to the endangered languages, language ecology and language resources. Endangered language theory introduction, immediately become a hot topic, full attention by academia and government. although the high frequency keywords are still in the word "endangered languages", "protection", but the language consciousness of the people have changed, has long been the minority languages and dialects as a precious resource. The change from theoretical discussion to practical action and protection in minority bilingual education also reflects the concern about the loss of language resources and the urgency of trying to save them. The national rescue endangered languages is the protection for ethnic language resources and cultural diversity, which fully reflects the understanding of the value of ethnic language resources.
The constant hot issues on endangered languages, language protection and language policy fully reflects people's recognition and attention to the value of ethnic minority language resources. Language is not only a problem and right, but also a valuable resource that needs to be protected and developed. The emergence of hot issues in the study of minority languages in the new period indicates that the resources language has been established.

The Development and Evolution Skeleton frame of Language View

Language view Evolution from “right” to “resource” on the hot issues of Ethnic minority bilingual education does not means disappearance of language right view. Evolution of language view just illustrates that focus of Ethnic minority bilingual education has been shifted.

Language view on the hot issues of Ethnic minority bilingual education can be divided into two stage from the early days of the founding of the People's Republic of China to the present. On the one hand, creating and improving the written language for ethnic minorities, to master mandarin, which reflects the language rights view of ethnic minorities on equality and free use of written language. On the one hand, with the deepening of minority bilingual education and the popularization of mandarin, minority languages have been impacted to some extent. Minority languages are not only a right, but also a resource.

The ethnic minorities bilingual education is inclined to the protection of language resources, and the focus of the work is transforming from the language rights view to the language resources view, They are the emphases of Ethnic minority bilingual education in different periods. Scientific protection of minority language resources will become a new trend of China's national language strategy in the future.

Formative Factor of Language View from “Right” to “Resources” on the Hot Issue of Ethnic Minority Bilingual Education

The impact of national policy. The state policy has played a role in promoting and protecting the change of ethnic minority language view. In the early days of the founding of the People's Republic of China, under the guidance of ethnic equality and linguistic equality, the state paid close attention to the linguistic life of ethnic minorities and improved their linguistic life by creating and reforming the written language for them. Since the reform and opening up, in order to help ethnic minority areas develop rapidly, the state has started to promote mandarin, offering Chinese courses in ethnic minority areas for bilingual teaching. Through a series of ethnic language policies to find the specific mode of bilingual teaching of ethnic language education, while ensuring the education equality of ethnic minorities at the same time to protect the rights of ethnic minorities to learn national languages. The voluntary use of teaching language reflects the rights and freedom of ethnic minorities to use their own language. With the continuous development of bilingual teaching as a hot issue in different periods, the language rights of ethnic minorities have been fully protected and respected, and the language rights view, including equality, freedom of use a guarantee of learning, has gradually shifted to the language resources view.

The development of language theory. With the continuous development of linguistic theories, especially the introduction of the theory of language extinction, which has attracted the attention of the international linguistic circle, the study and protection of endangered languages have become a hot international issue. Ethnic minority languages are important objects in the study of endangered languages and also an important part of Chinese language resources. The promotion of mandarin and other reasons for ethnic minority languages gradually become endangered languages. In order to take scientific protection measures, a series of studies have been carried out about the Ethnic minority bilingual education, constantly adapting the optimal programs to protect minority languages. Since the end of the last century, the study of endangered languages has become a hot topic, and has gradually become the focus of the study of language policy and language planning. In the new era, adopting modern means to record and protect endangered languages and other minority languages has become a new topic. The understanding of the value of minority languages and the
promotion of the protection of endangered languages reflect the change of social language consciousness, and the language resources view has been established.

The evolution of hot issues in minority bilingual education. The evolution of minority bilingual education is the direct cause of the change of language view. From the perspective of the research on minority languages: hot issues range from the creation of written languages for minority nationalities, the promotion of mandarin, to the protection of language resources. From the perspective of Ethnic minority bilingual education: the bilingual teaching mode of promoting mandarin and Ethnic minority bilingual education should pay equal attention to both languages. The evolution of the hot issues in the research and education of minority languages reflects the changes in the language view in different times. From the language rights view to the language resources view, the understanding of minority languages in the field of linguistics and even in all sectors of society is deepening. The scientific protection of minority language resources, the consolidation of minority language status, the proper handling of the relationship between minority language, the national languages and dialects, and the construction of harmonious language life have important strategic significance for the balance of language ecology and the maintenance of national interests.

Summary

From the early days of the founding of the People's Republic of China to the early days of the reform and opening up, the hot issues of Ethnic minority bilingual education from created and improved the written language to promoted mandarin and focused on bilingual teaching, which reflects the language right view; In the new century, focusing on language protection, minority language education needs to balance the popularization of mandarin and minority language learning scientifically, which reflects the language resources view. The national policy, the development of language theory and the evolution of the hot issues of minority bilingual education are the factors that influence the language view from "rights" to "resources".

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